



Policy

INCLUSION POLICY (SAEN)

“In IB World Schools, all students in the IB programmes should have meaningful and equitable access to the curriculum. IB programme principles and practices call for schools to be organized in ways that value student diversity and respect individual learning differences. Valuing diversity and difference is a key aspect of becoming more internationally minded and is an important goal of all IB programmes.” MYP: From principles into practice, page 27

Support of Students with Additional Educational Needs

Statement of Principle

Oakham School is committed to supporting pupils who are formally assessed as requiring support with their learning additional to that provided by their academic subject teachers and tutors. The overall AEN label includes pupils with learning difficulties, and those for whom English is an additional language. Within this, a distinction is drawn between **Learning Support (SEN)** and **EAL** support, though some pupils may require both.

The Learning Support Department at Oakham School is staffed by five full-time specialist teachers, and EAL is overseen by a specialist Head of Department. In addition, further support may be provided by additional colleagues as the need arises. However, all teachers at the school are considered part of the network of support for pupils with additional educational needs, with comprehensive information made available and referred to in the planning and delivery of the curriculum.

Identification and Assessment of SEN

Whilst Oakham, as an independent school, is not obliged to follow the **SEND Code of Practice: 0-25 Years (January 2015)**, it operates with close reference to it to ensure best practice. It is also mindful of its obligations under the **Equality Act (2010)**, though this policy does not focus on reasonable adjustments made for pupils with disabilities as defined by the act.

The **SEND Code of Practice** notes that:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.

All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

Schools should assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time,

*schools should consider evidence that a pupil may have a disability under the **Equality Act 2010** and, if so, what reasonable adjustments may need to be made for them.*

The **Equality Act (2010)** defines a disability as:

'...a physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities'

Oakham School does not regard pupils as having a learning difficulty solely because English is not their first language: this is covered under the EAL sections of the policy.

The Admissions Officer for the Learning Support Department will be involved with interviews for prospective pupils with identified SEN to ensure that a pupil's needs can be met within the Oakham support framework.

If a pupil is known to have SEN when they arrive at the School, parents must ensure that the School receives a copy of the most recent assessment report from an Educational Psychologist (EP). A summary of the report will be prepared and all teaching staff will have access to it via the School's iSAMS database: this is known as the child's *Individual Education Plan (IEP)*. This, together with all other pupil information, will ensure that the pupil is offered an appropriate curriculum, and that it is delivered with due attention to their needs.

No child should be discriminated against on entry into the School because of their individual needs. However, Oakham is academically selective, and the School's academic entry criteria will continue to apply. Pupils may, therefore, be asked to take part in a further assessment that is in addition to the usual admission assessments, in order to determine whether they have any underlying difficulties that may prevent them from being able to take a full and active part in the educational provision offered by the School, or if there is a concern about the pupil's ability to maintain the expected pace and learning of the School; the school may also require that a new Educational Psychologist's report is provided.

Screening and Assessment

All pupils undertake literacy and cognitive screening tests prior to and/or on entry to Oakham School, as well as benchmarking tests at various points.

Pupils about whom the Learning Support Department has no prior knowledge and who have difficulties with this initial screening are flagged up to house staff, tutors and the English Department, who will keep a watching brief and notify Learning Support if they have ongoing concerns.

Parents of pupils with unidentified learning difficulties are contacted if the results of the above tests are a cause for concern and further assessment or monitoring may be recommended.

Pupils who have particular difficulties may be referred to an Educational Psychologist for further investigation. The School can help parents to schedule an assessment but it is a private arrangement between the parents and the Educational Psychologist involved.

Provision and Reasonable Adjustments for SEN

Oakham School offers the following arrangements and adjustments to support pupils who come to the school with identified learning difficulties, and for those pupils who are identified as having learning difficulties at some point during their time at Oakham School.

Included in the School Fees

The following support is included in the School Fees:

- For Lower 1 to Form 3 inclusive, group support lessons;
- Smaller class sizes;
- Drop-in sessions on Tuesday and Thursdays 2.00pm – 5.30pm, to provide revision sessions, subject workshops or individual support;
- Semi-supervised drop in work in the Learning Support Department to support learning difficulties and/or advise on the completion of prep assignments: the Department is open throughout the normal School day, except at Morning Break and at lunchtime;
- Preparation and maintenance of the IEP page for all teachers.

Where bespoke, individual diagnosis and support is required the following are provided at an additional charge to parents:

- a diagnostic assessment with an educational psychologist (EP) or other qualified assessor;
- one-to-one support with a fully qualified Learning Support specialist;
- use of a reader, scribe and/or word-processor in controlled/coursework assessments and internal/external exams for those pupils (where granted by the Head of Learning Support and in line with IB or JCQ regulations) - where it is necessary to employ additional peripatetic staff for this purpose, parents are expected to make a contribution to the overall cost of employing additional peripatetic staff;
- assessments for Access Arrangements - these must be carried out by one of our approved assessors and are arranged, after permission has been sought from parents; note that it is not possible to use evidence provide by other Educational Psychologists to support applications for Access Arrangements.

Parents should note that offers to pupils for places in the School may stipulate a certain amount of SEN support initially, which will have cost implications. Clearly, the amount of support will be kept under close review with time.

Communication with Teachers and Parents of SEN Pupils

Consultation with the pupil parents, tutor and staff involved with the pupil is seen as integral to Learning Support. Information and advice is available to staff regarding the nature of the difficulties which pupil experiences. Feedback from pupils, parents and staff is valuable.

Pupils with learning difficulties may experience low self-image and an important part of the work of the Learning Support department teachers is in building confidence and self-esteem, and therefore enabling the pupils to thrive in mainstream classes.

Access Arrangements for SEN Pupils

The Learning Support Department oversees the identification and support of pupils requiring special access arrangements such as extra time, word processor, a separate room, a reader or a scribe in public examinations in accordance with the latest IB and JCQ regulations. As part of this, pupils and teachers are required to assist in the collation of evidence enabling such access arrangements to be legitimately put in place. As stated above, it is not possible to use evidence provide by Educational Psychologists to support applications for Access Arrangements

Identification and Assessment of EAL Needs

Pupils from a wide range of countries whose first language is not English are admitted to Oakham School on the understanding that they will follow the School curriculum appropriate to their age and ability. Initial screening takes place during the interview process to determine pupils' abilities in English for entry at the Lower, Middle and Upper School levels. Examination qualifications, together

with academic reports supplied by their previous school, are also taken into account before acceptance by Oakham School.

Provision for EAL Pupils

The following aims apply to the support of EAL pupils at Oakham School:

- To provide regular assessment and monitoring of the progress of EAL students through IEPs, targets, and termly reports to parents.
- To ensure that all staff have access to appropriate information regarding the language learning needs of EAL pupils supported through updated IEPs.
- To contribute to raising the educational achievement of pupils with EAL needs by working in collaboration with departments.
- To support teaching staff in developing resources and teaching materials to enhance the linguistic skills and conceptual understanding of EAL pupils.
- To liaise with the Learning Support department regarding any EAL pupil who may have a learning difficulty.

Oakham School supports EAL pupils where necessary to ensure that they are able to achieve their full academic potential across the curriculum. Once EAL language and learning needs are identified through further assessment, small group teaching, individual lessons and in class support are provided as appropriate. In Forms 1, 2 and 3 support is offered in place of Latin. In Forms 4 and 5 for some pupils it is appropriate to reduce the number of GCSEs studied, so that EAL support is part of a pupil's timetable alongside supervised study time.

IELTS test preparation lessons are offered to pupils who do not have an English Language GCSE qualification, and who enter Oakham School in Form 6 to study on the Advanced level courses. This qualification is an entrance requirement for UK universities.

Pupils in the Upper School are also welcomed into the department when a need is recognised for subject specific support in their A-level, Pre-U, BTEC or IB DP studies.

All other EAL support for pupils is charged to the school bill.

Access Arrangements for EAL Pupils

Typically, these are the use of bilingual translating dictionaries in appropriate examinations. The school follows the regulatory requirements of JCQ or the IB.

Charges for AEN Pupils

Details of the charges associated with supporting pupils with additional educational needs will be set out in a letter to parents at the end of the Spring Term with all fee details for the following academic year. In addition, the charges will be set out in the Bursary Booklet, a hard copy of which is sent to parents together with Winter Term bills in July each year. The Bursary Booklet is also available on the Parent Portal.

Appendix 1

Charges for SEN and EAL

| Type of Support | Charge |
|--|---------------------------|
| One to one SEN learning Support | £42 per 50 minute session |
| [Assessment for Access Arrangements | £93.50 |
| Contribution to help cover invigilators for separate venues for examinations | £15 per examination |
| One to one EAL English as an Additional Language support | £42 per 50 minute session |
| Group lessons EAL English as an Additional Language support | £21 per 50 minute session |

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Reviewed: February 2021

Next review: February 2022